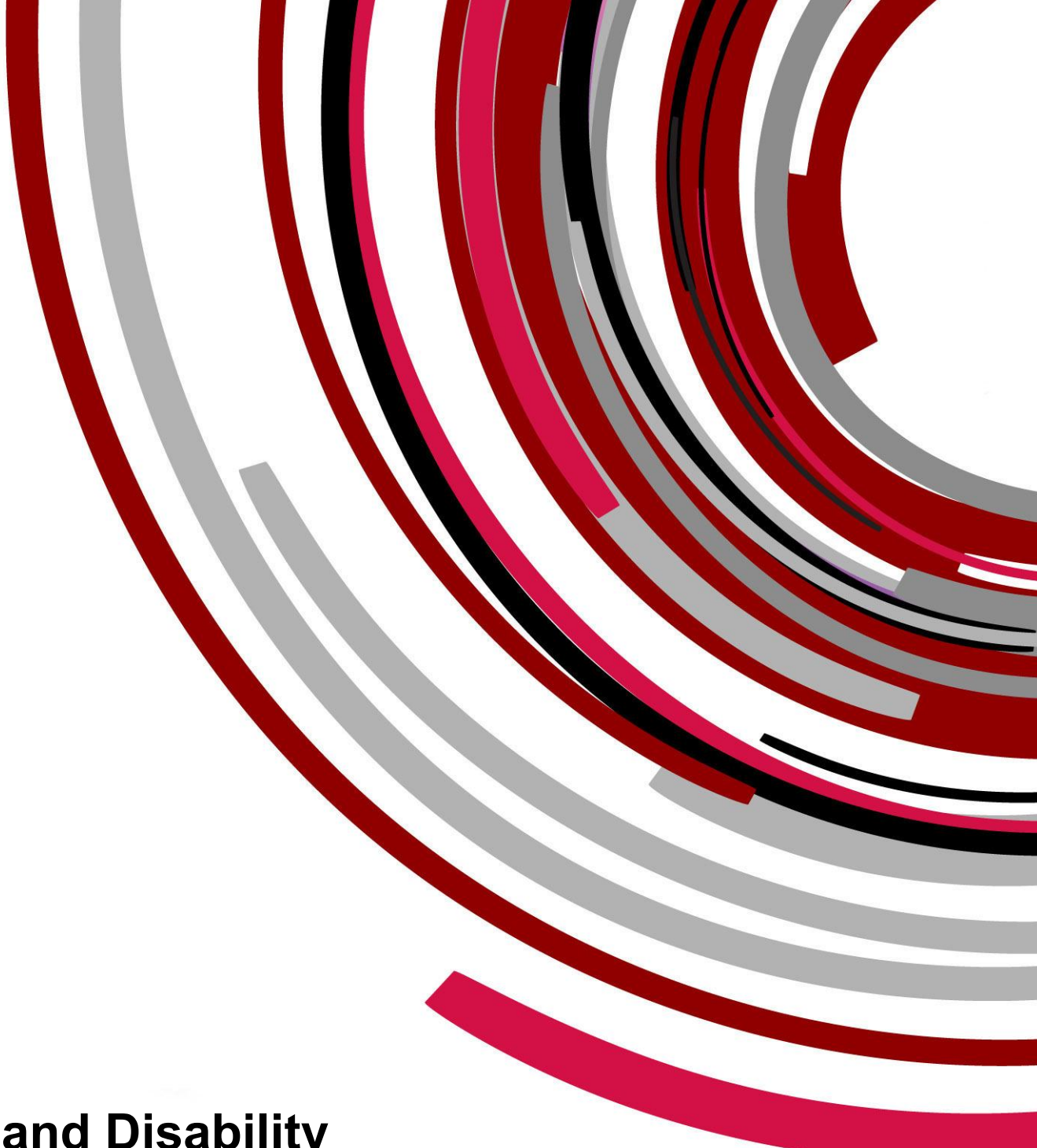




## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Ashton Science College

School Number: 06104

|                                                                                                   |                                                                                      |            |                                                                                                                                                  |                            |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>School/Academy Name and Address</b>                                                            | Ashton Community Science College,<br>Aldwych Drive,<br>Ashton,<br>Preston<br>PR2 1SL |            | <b>Telephone Number</b>                                                                                                                          | 01772 513002               |
|                                                                                                   |                                                                                      |            | <b>Website Address</b>                                                                                                                           | www.ashtoncsc.lancs.sch.uk |
| <b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b> | <b>No</b>                                                                            | <b>Yes</b> | If yes, please give details:<br><br>We have a SERF for Deaf children.<br><br>We have a SEN unit for those with social communication difficulties |                            |
|                                                                                                   |                                                                                      | X          |                                                                                                                                                  |                            |
| <b>What age range of pupils does the school cater for?</b>                                        | 11-16                                                                                |            |                                                                                                                                                  |                            |

|                                                        |                                                    |
|--------------------------------------------------------|----------------------------------------------------|
| <b>Name and contact details of your school's SENCO</b> | Mrs Cheryl Parker (SENCo)<br>cparker@ashtoncsc.com |
|--------------------------------------------------------|----------------------------------------------------|

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

|                                 |                           |              |                       |
|---------------------------------|---------------------------|--------------|-----------------------|
| <b>Name of Person/Job Title</b> | Mrs Cheryl Parker (SENCO) |              |                       |
| <b>Contact telephone number</b> | 01772 513002              | <b>Email</b> | cparker@ashtoncsc.com |

### Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

|                                                                             |                                                                          |             |  |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------|--|
| <b>Please give the URL for the direct link to your school's Local Offer</b> | http://www.ashtoncsc.lancs.sch.uk/parent-information/general-information |             |  |
| <b>Name</b>                                                                 |                                                                          | <b>Date</b> |  |

**Please return the completed form by email to:**

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

### **What the school provides:-**

- **The school environment is entirely accessible by wheelchair as we have a lift to the first floor. We have dedicated disabled parking spaces. A loop is available on request in reception for Deaf visitors and many classrooms have been carpeted and audilogically treated.**
- **We also have a separate building for those students with SEND should they need to be withdrawn from mainstream classes. The building is called the Hive.**
- **Changing facilities are accessible and there are two disabled toilets.**
- **Information in alternative formats is available on request.**
- **Radio Aids are available for Deaf students who may benefit from their use.**

## Teaching and Learning

- **What arrangements do you have to identify and assess children with SEN?**
- **What additional support can be provided in the classroom?**
- **What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)**
- **What SEN and disability and awareness training is available to all staff?**
- **What staff specialisms/expertise in SEN and disability do you have?**
- **What ongoing support and development is in place for staff supporting children and young people with SEN?**
- **What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?**
- **How do you share educational progress and outcomes with parents?**

- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off-site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

**What the school provides:-**

- **Assessment and identification:-**

#### **On Entry**

**When students are first admitted to the school:**

- KS2 results are analysed to identify areas of special educational need
- Information supplied by primary schools and parents is discussed
- Reading ages of all students are tested

#### **Teacher Referral**

If a teacher has a concern about a student they may discuss it with a member of the Learning Support Department for advice as each member of the team has a specialism. If they remain sufficiently concerned, they pass it to the SENCo using the internal referral form so that a detailed assessment may be initiated. This is done as a wave system to ensure that the cycle of assess, plan, do , review is followed.

#### **Curriculum and Assessment Monitoring**

The SENCo, along with Subject Leaders and Directors of Year will monitor the attainment and progress of students with special educational needs as part of their role. If needed they will:

- request that the student is monitored across the curriculum
- request additional testing of students.

All teaching staff are supported in developing and using quality first teaching strategies to help support pupils when they are struggling in the classroom.

#### **Access arrangements**

The SENCo is a qualified assessor for access arrangements. Students are identified using the SEND register and SEND referral forms in the summer term of year 9. Evidence of normal way of working is collected by the SENCo, assessments are carried out and applications made. Access arrangements are then used in mock exams to ensure that they remain appropriate.

#### **School Support**

If a student's learning difficulties are causing sufficient concern to warrant provision that is additional to or different from that generally available through the setting or pastoral system they will be placed on the special needs list at this stage.

**Progress of these students is reviewed three times per academic year, unless urgent intervention is required. If progress is entirely satisfactory the student may be removed from the special needs list.**

### **Education, Health and Care plans**

**A very small proportion of students have special educational needs deemed severe enough to warrant these. This is a document outlining the student's needs and the provision to which the student is entitled to.**

**We review Year 7 and Year 8 plans in April and May (when Year 7 students have had time to settle in), Year 9 in March, Year 10 students in January and February and Year 11 students in December (when there is still time to act effectively on any concerns which may arise).**

- Additional support may be pastoral support through Heads of Year and the attendance team, Learning Support through Teaching Assistants in the classroom or more specialised help with literacy or communication and social skills from the Learning Support Team/specialist teachers in school**
- SEND and Disability Awareness (including Deaf awareness) Training is available to all staff through the INSET programme or external courses. The SENCo keeps abreast of developments at National Level and local responses through termly attendance at the LA's secondary SENCO cluster meetings and other training.**
- We have qualified staff as follows:-**

**The SENCo is a qualified teacher with a postgraduate award in SEND Co-ordination, a postgraduate award in assessing for access arrangements, the NPQSL and a Masters in Education with a specialism of inclusionary practice.**

**Our Teacher of the Deaf is a qualified teacher and has the Teacher of the Deaf postgraduate award.**

**Our Nurture teacher is a qualified primary specialist and our Assistant SENCo**

**Our EAL co-ordinator is a language specialist**

**All members of the Learner Support Faculty are encouraged to attend external training in their specialism and then cascade this information to the other members of their faculty.**

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### **What the school provides :-**

- **Annual reviews are held in school with the student, parents and other professionals (e.g. SENDO, Educational Psychologist, Medical staff, Social Care staff, SEND information and Guidance Service staff, Young Peoples' Services etc.) as appropriate. All reviews are chaired by the SENCO and LA procedure is followed as per review summary sheet.**
- **All pupils on the SEND register have a pupil support plan which is reviewed at least once a term. Outcomes are set as part of the plan.**
- **All students who have not yet reached functional literacy have reading and spelling intervention and are tested regularly until this is achieved.**
- **Reading ages of cohort are also tested at the beginning and end of each literacy intervention.**
- **TAF meetings are held for children who are the subject to the early help assessment.**
- **We evaluate the effectiveness of in class provision through SISRA, Reading Ages, Spelling Ages and entry and exit data.**
- **Interventions are monitored and evaluated using entry and exit data personal to each intervention.**

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

### **What the school provides:-**

- **Risk assessments are undertaken before any students are taken out of school.**
- **We ensure all SEN students who have taxis home are in the appropriate taxi at the end of the day. Students who are at risk or present a risk may be collected from, and handed over to, parents at the beginning and end of the school day.**
- **Taxis have a designated pick up area by the Hive.**

- The Hive is a sanctuary which is open every break and lunchtime to students who are vulnerable. They can also attend Breakfast Club before school and Homework Club after school if desired.
- Outside the classroom certain students have Personal Evacuation Plans in case of fire and Deaf students have pagers to inform them if the fire alarm is activated. Support is provided for P.E. lessons and trips as required. Teachers are made aware of individual SEN students' needs through their support plans.
- We have a designated EVC co-ordinator who is responsible for school arrangements for risk assessments.
- Our anti bullying policy is available to parents on request but is also on the school website.

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

#### **What the school provides:-**

- Medication is kept in a locked cupboard in school. We have a medication policy with more details.
- As we are a secondary school care plans tend to exist before students join us but can be updated with the School Nurse as required. They are on the staff area of the school's network system and in hard copy in the general office.
- In case of medical emergency a trained first aider would attend and parents and ambulance would be called immediately.
- The school nurses and other relevant professionals provide an annual INSET tailored to the particular needs of students currently on roll.
- First Aid training / update is regularly available to staff.
- A trained Teacher of the Deaf maintains audiological equipment and an Audiologist visits regularly.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### **What the school provides:-**

- **At Year 6 Parents’ Evening** parents are introduced to appropriate key staff who may be able to help meet their child’s needs. The first point of contact is the Head of Year for the Year group.
- **Parents may telephone school** to talk to key staff or may make an appointment for face to face discussions.
- **Termly progress checks** are sent home. There are also **Parents’ Evening and Options Evening** as well as review meetings where appropriate, including statutory Annual Reviews and TAF meetings for children who are the subject to early help. Parents may also phone the Heads of Year for an update at any time.
- **We have an Open Evening** but prospective parents may wish to tour the school to see it in action by appointment.
- **Parents may provide feedback** through any of the channels outlined above.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

### **What the school provides:-**

- **There are opportunities available for student voice** through The School Council and interviews during our Work Scrutiny quality assurance procedures.
- **Parents may get involved in the life of the school by becoming governor.**
- **We have home / school contracts / agreements** which are signed by students and parents before they commence Year 7.

## What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

**What the school provides:-**

- **Help completing forms and paperwork is available on request through Heads of Year or SENCo as appropriate.**
- **Information or advice can be obtained from the professionals outlined above or the School Counsellor for students or Parent Partnership for parents (now SEND Information, Advice and Support Service).**
- **Taxis with escorts are provided for some students.**

## Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### **What the school provides:-**

- **Prospective students may have additional visits in Year 6 to help them settle into school. Once here support is available through their form teacher, Year 7 Head of Year and Key worker, Learner Support Staff and buddies or peer mentors as appropriate.**
- **Advice about Higher Education is offered by our Careers, information, advice and guidance leader who is employed full time and students can request an appointment at any time from any Year group.**

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

### **What the school provides:-**

- **The school offers a Breakfast Club and an after school homework club. We also run BOOST activities which can be found on our website.**
- **The Dining Hall is open at break and lunchtime. The Hive is open to all SEND students by invitation at break and lunchtime and offers a sanctuary for our more vulnerable students. Various computer rooms and our Library are also open for student use at lunchtime.**
- **Additional support is offered for clubs, trips and activities as appropriate. The suitability of venues (disabled facilities etc.) is also assessed.**
- **Students are encouraged to make friends through form time and discussion at Pastoral Meetings. A “buddy” system may be used to help new or more vulnerable students settle into friendship groups.**